

існує «прихована» дискримінація жінок при оцінці їх управлінського потенціалу – базового компоненту процесу розвитку корпоративної культури модерного закладу освіти.

Таким чином, корпоративна культура, в контексті дотримання принципів гендерної рівності, визнає за жінкою і за чоловіком право на індивідуальний стиль управління, прийняття рішень, розуміння цілісної картини існування і розвитку організації, завдяки взаємодії, а не протиставлення жіночого та чоловічого начал.

Література

1. Смоленюк П. С. Корпоративна культура як основа розвитку організації. *Наука і економіка*. 2010. №1 (17). С. 23–128.

SOCIAL AND PEDAGOGICAL SUPPORT OF JUNIOR SCHOOLCHILDREN WITH AUTISM AND THEIR FAMILIES IN CONDITIONS OF INCLUSIVE EDUCATION

Tetiana HLADYN

**Municipal Establishment «Kharkiv Humanitarian
Pedagogical Academy» of Kharkiv Regional Council,
hladun@i.ua**

In the context of radical reform of the education system of Ukraine, development and implementation of an inclusive approach to education of children with different levels of health and development opportunities, one of the priority areas of social and pedagogical work in general secondary education is social and pedagogical support for children with special educational needs, in particular children with autism and their families.

Social and pedagogical support is currently considered by scientists (T. Alekseenko, Y. Zhdanovich, T. Kolenichenko, Y. Lysenko, N. Chernukha) as a system of measures that stimulate, intensify social and pedagogical activities in the social environment, the implementation of which is a tool socialization and social education. From this point of view, social and pedagogical support is extremely important for children with autism, precisely because autism occupies a special place among children's pathologies. Because it is characterized by a change in the developmental trajectory of a child with autism at the communicative, cognitive and behavioral levels, which complicates his socialization, learning social roles, including those, which related to functioning in the system of education, building relationships with other people.

We will understand this concept as the activity of a social educator to provide preventive and operational assistance to children of primary school age with autism and their families in solving their social and pedagogical problems, as well as activities aimed at creating conditions and providing the most appropriate support for children with autism and their families, stimulating their parents and teachers to understand the existing social problem, and how to overcome it, as well as encouraging the child to be independent and active in this.

Social support for children with autism and their families includes such types as: information support (providing important information, recommendations and advice to parents and teachers, which allows for a more harmonious development of the child, as well as information support for a child with autism, regarding certain patterns of behavior and their application in practice, because the child in some cases is unable to distinguish emotions or not understand the emotions and actions of others), emotional support (a person in the process of working together receives positive emotions).

Examining the problem of social and pedagogical support of primary school children with autism, we understand that to provide it is not enough knowledge of the essence of the concept, it is necessary to take into account the child's age, social situation of a particular child and its psychosocial development.

The task of social and pedagogical support for a child with autism is to find appropriate ways to help form a child's desire for social interaction and verbal and nonverbal communication. The purpose of social and pedagogical support for a child with autism and his family is to remove obstacles that complicate the process of education and integration in education and self-development. Obstacle is seen by us as a problem that separates the personality of a child with autism from achieving the desired result.

Because there can be different primary and secondary disorders within the same diagnosis, and the degree of these disorders is quite different, and therefore the needs of the child and family, their competence and motivation for the upbringing and development of the child are also different. Therefore, social and pedagogical support should be implemented through an individual approach, attention to individual characteristics, understanding of the interests and fears of a particular child and his family, as well as emotional contact. In addition, the organization of effective social and pedagogical support for children with autism and their families is impossible without the combined efforts of all stakeholders, integration and coordination, which should be transformed into the open social and pedagogical system designed to enhance social education.

In our opinion, the essence of the phenomenon of social and pedagogical support is to combine the efforts and resources of society, social and socio-pedagogical institutions and individuals with the potential of social and pedagogical influence, in order to create favourable conditions for development and socialization of the individual and professional self-determination and realization, protection.

References

1. Соціально-педагогічна підтримка дітей та учнівської молоді : монографія / Алексєєнко Т. Ф., та ін. ; за заг. ред. Т. Ф. Алексєєнко. Київ : ТОВ «Задруга», 2017. 168 с.
2. Чернуха Н. М. Категорія соціально-педагогічної підтримки: теорія і практика. Збірник наукових праць Хмельницького інституту соціальних технологій Університету «Україна». 2012. № 6. С. 179–182.
3. Чуприков А., Хворова Г. Розлади спектра аутизму: медична та психолого-педагогічна допомога. Львів, 2012. 184 с.